

District Name:		LEA Code:	Year:
Bertie County		80	2015-2016
Superintendent Name: Elaine White		Superintendent email: ewhite@bertie.k12.nc.us	
District Mission:	Guided by innovative, effective leaders in partnership with parents and community members, Bertie County Schools will provide high quality, rigorous, student-centered learning opportunities that will prepare our students for life in our ever-changing world.		
District Vision:	ENGAGED Students + QUALIFIED Personnel + INVOLVED PARENTS + SUPPORTIVE community = GRADUATES, college, career and life ready!		
<p>Data Analysis: Give a brief description of the data sources your team analyzed and the root causes uncovered during the analysis. What was learned from the data review? How did these data inform decisions for school improvement initiatives? (to include TWC, EOG/EOC results, attendance, graduation rates, among other sources of data)</p>			
<p>Bertie County Schools is a small, rural school district located in the northeast quadrant of North Carolina in the town of Windsor. The district has nine schools: one pre-K school, four elementary schools, one middle school, and three high schools; a traditional high school, an Early College High School, and a Science, Technology, Engineering, and Mathematics (STEM) high school. The district's student population for grades kindergarten through 13 is approximately 2,439. Data for the past three years shows the ethnic makeup of the student population has remained consistent and presently is approximately 81% Black, 14% White, and 5% other, with 51.8% males and 48.2% females (See Table 1). The district has 87% of its students eligible for Free or Reduced-price Lunch, which is considerably higher than the state average of 56.7% (See Table 2). Average attendance in the school system is 97%. The district's population of Exceptional Children totals 12.9%. The percentage of exceptional children in the elementary and middle schools shows a slight decrease with the high school remaining the same (See Table 3).</p> <p>The teacher turnover rate for the district increased from 21.71% (2013-2014) to 30.81% (2014-2015) (See Table 4). The current teacher turnover rate for the elementary schools is 14%, middle school is 35%, and 25% for the high schools (See Table 5).</p>			

Table 1: Comparison of Student Population by Ethnicity

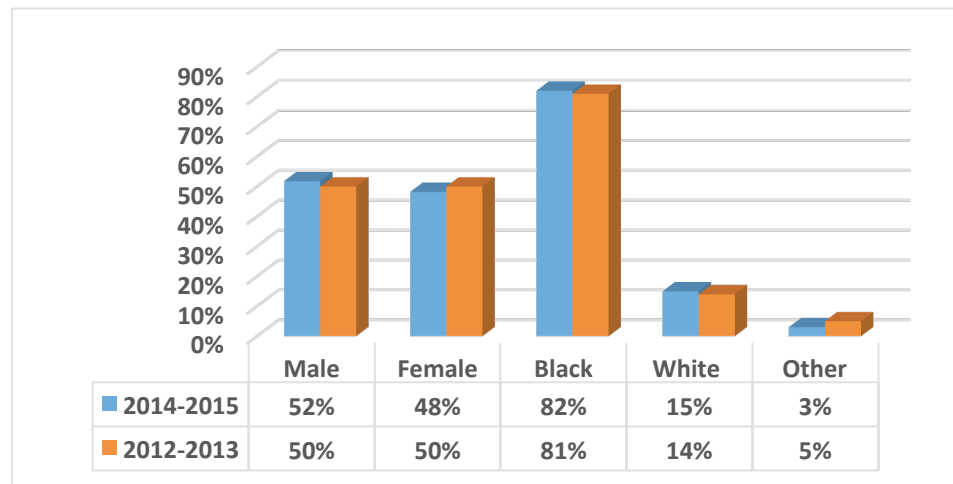


Table 2: Free or Reduced Lunch 2014-2015

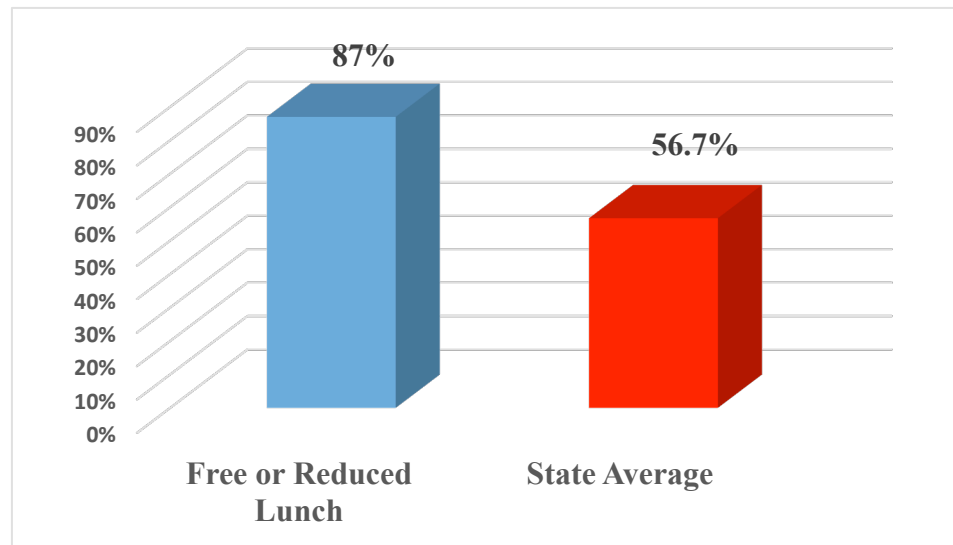


Table 3: Exceptional Children

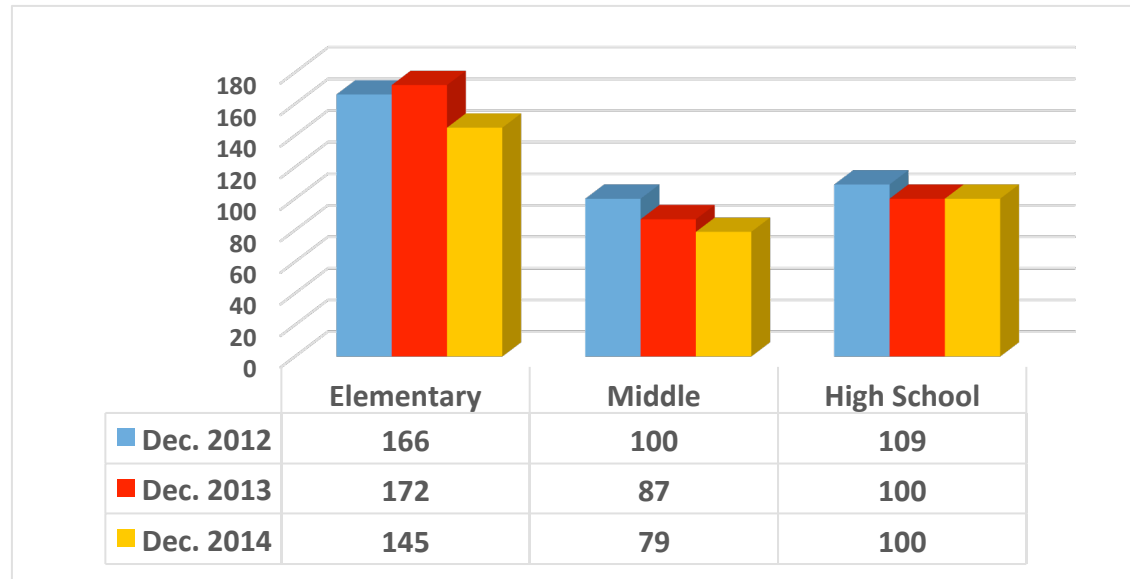


Table 4: Teacher Turnover Rate for District

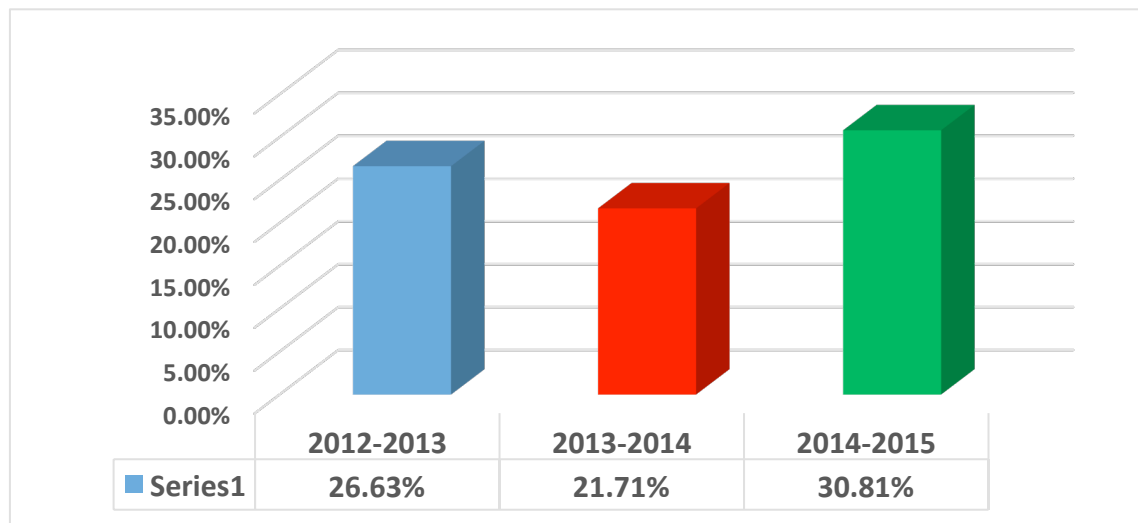
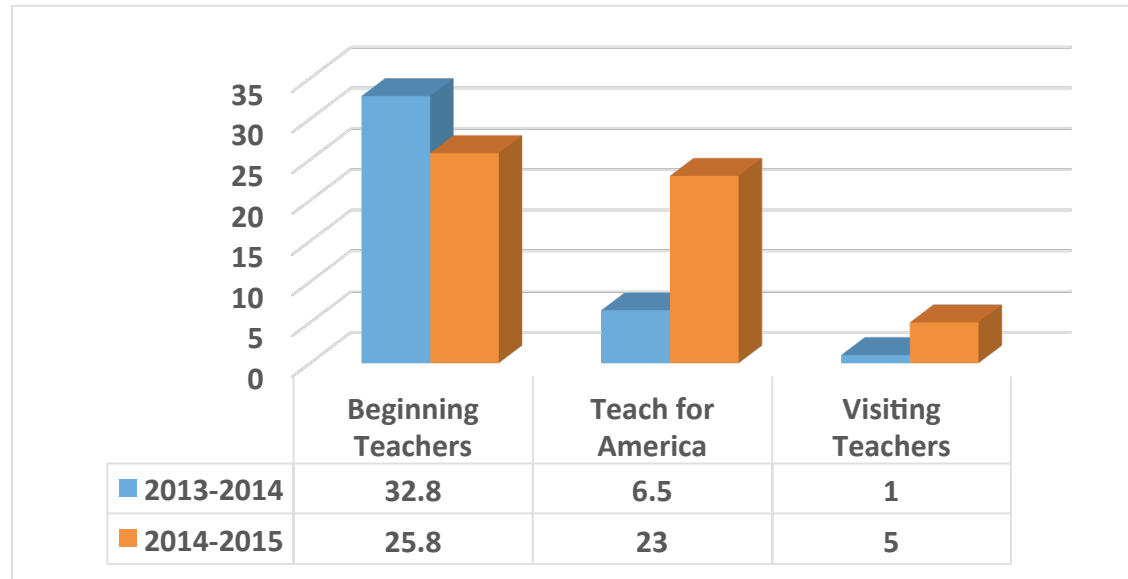


Table 5: Teacher Turnover Rate by Subgroups



Bertie County Schools have 186 licensed teachers of which 25.8% of the total teaching staff are beginning teachers (See Table 6). A critical factor to consider is that among the beginning teachers, 23% of them are Teach for America, which is a contributing factor to the teacher turnover rate. In addition, 5% of the total teaching staff are visiting international or H1-B visa sponsorship faculty.

The four year graduation cohort is 84.6% which showed an increase from the 2013-2014 school year and was only eight-tenths percent below the state average (See Table 7a). The graduation rate for Bertie Stem High School was 100%, 97% for Bertie Early College High School, and 83.5% for Bertie High School. The dropout rate remains low (See Table 7b).

Overall strengths within the elementary schools showed significant gains in Science going from 39.7% (2013-2014) to 46.7% in (2014-2015) (See Table 8). Bertie Middle School Math I saw an increase from 86.2% (2013-2014) to 93.5% (2014-2015) (See Table 9). The district saw an increase in the Biology GLP from 34.6% (2013-2014) to 38.5% (2014-2015) (See Table 10). The

Table 6: Beginning Teacher Percentages

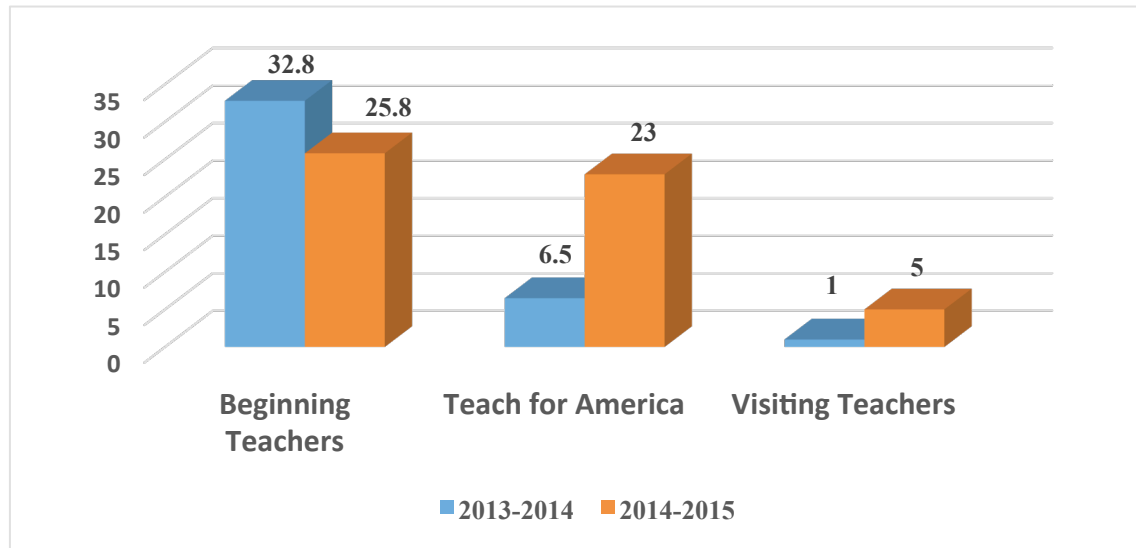


Table 7a: Comparison of Four-Year Graduation Cohort

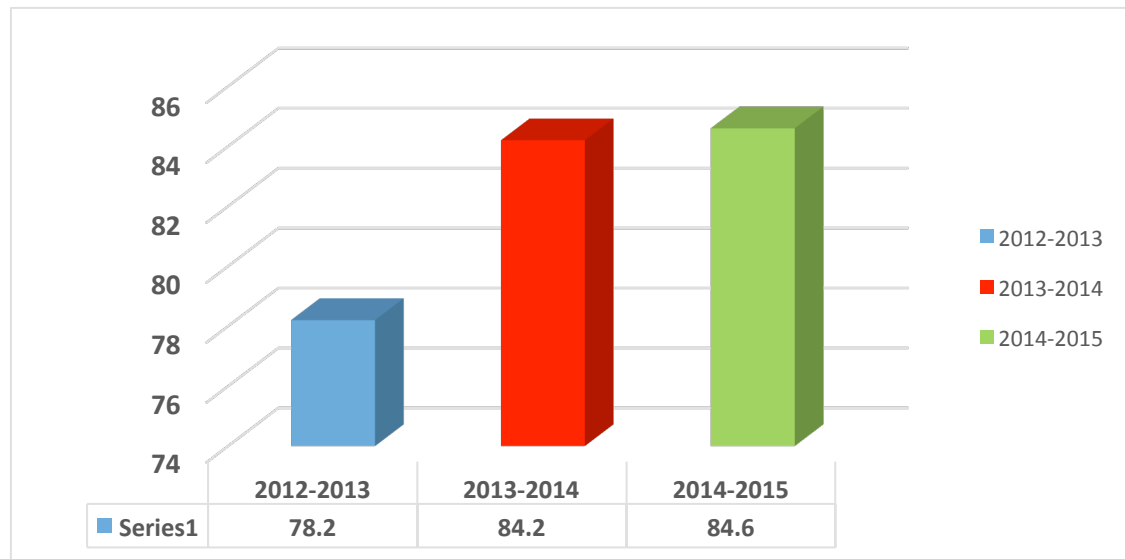


Table 7b: Dropout Rate

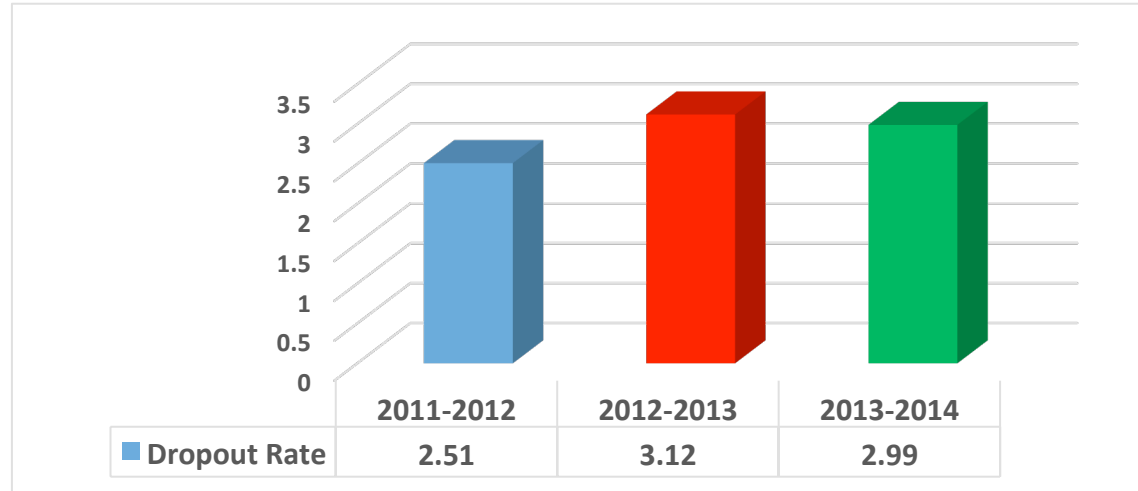


Table 8: Comparison of 2013-2014 and 2014-2015 GLP for Elementary Schools

Course	Aulander		Colerain		West Bertie		Windsor		District	
	2013-2014	2014-2015	2013-2014	2014-2015	2013-2014	2014-2015	2013-2014	2014-2015	2013-2014	2014-2015
Grade 3 Reading	51.7	45.5	50	36.1	35.6	40.4	39.7	36.9	42.4	39.2
Grade 3 Math	24.1	42.4	43.3	55.6	24.4	46.8	45.6	52.3	36	49.7
Grade 3 Composite	37.9	43.9	46.7	45.8	30	43.6	42.6	44.6	39.2	44.5
Grade 4 Reading	39.1	36	18.2	54.3	28.6	55.8	38.6	37.5	31.3	45.5
Grade 4 Math	26.1	40	6.1	48.6	20.6	44.2	26.3	21.9	20.5	35.9
Grade 4 Composite	32.6	38	12.1	51.4	24.6	50	32.5	29.7	25.9	40.7
Grade 5 Reading	16.7	22.2	43.9	27.5	27.1	27.1	31.8	36.5	31.5	29.3
Grade 5 Math	50	40.7	24.4	15	25.4	25.9	43.9	49.2	34.2	33.7
Grade 5 Science	33.3	40.7	26.8	30	27.1	33.3	60.6	71.4	39.7	46.7
Grade 5 Composite	33.3	34.6	31.7	24.2	26.6	28.4	45.5	52.4	35.1	36.6
Grades 3-5 Composite	34.8	37.9	30.1	37.4	26.7	38	41.3	43.6	33.7	37.9

Table 9: Bertie Middle School Math I GLP

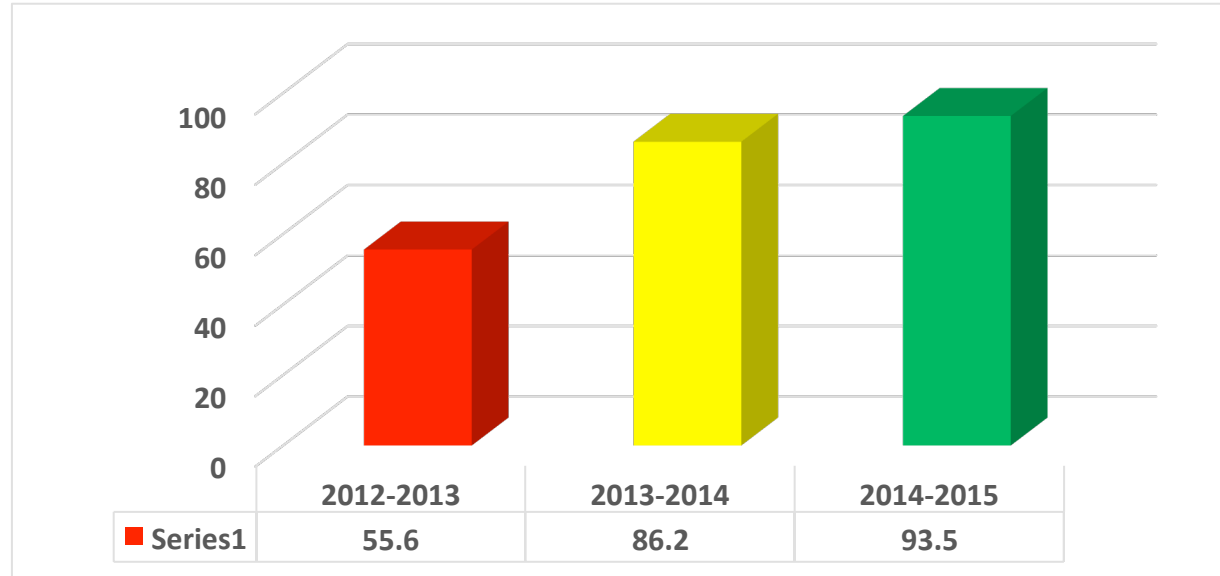
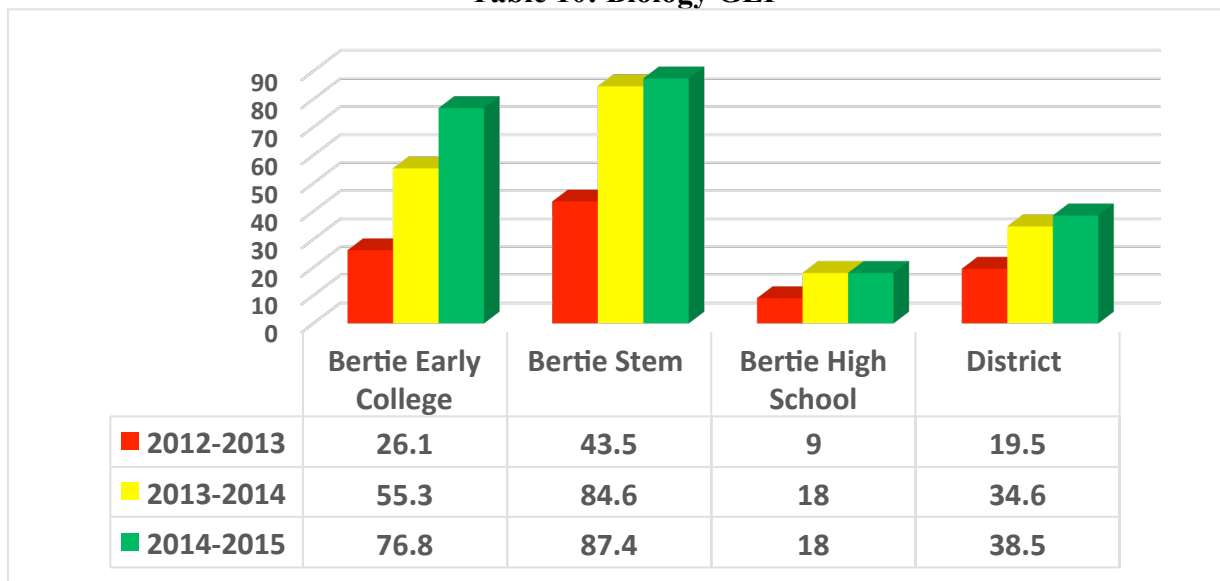


Table 10: Biology GLP



overall EOC performance composite for high schools showed a gain from 28.4% (2012-2013) to 39.4% (2013-2014) to 41.3% (2014-2015) (See Table 11).

Data for the 2014-2015 school year revealed all schools met expected growth. There was a slight increase in Grade Level Proficiency (GLP) of 33.7% (2013-2014) to 37.9% (2014-2015) in the elementary schools while the middle school data revealed a decrease from 36.7% (2013-2014) to 36% proficiency (2014-2015) (See Table 12). Bertie Stem High School showed an increase of 75.3% (2013-2014) to 78.7% (2014-2015). Bertie Early College High School showed major gains in GLP from 58.1% (2013-2014) to 76.4% (2014-2015). Bertie High School remained at 21.3% for two consecutive years (2013-2014; 2014-2015). The overall District GLP showed a slight decrease from 39.4% (2013-2014) to 37.9% (2014-2015) (See Table 13).

Table 11: EOC Performance Composite for High Schools

Course	BEC			BHS			STEM			District		
	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015
English 2	46.2	71.4	73.7	18.6	25	22.6	66.1	80	75	35	40.6	41.4
Math I	54.5	51.8	79.5	10.3	20.7	23.5	72	64.7	73.1	31.4	42.4	43.9
Biology	26.1	55.3	76.8	9	18	18	43.5	84.6	87.4	19.5	34.6	38.5
EOC Composite	43.9	58.1	76.4	12.4	21.3	21.3	57.5	75.3	78.7	28.4	39.4	41.3

Table 12: Elementary and Middle Schools Grade Level Proficiency

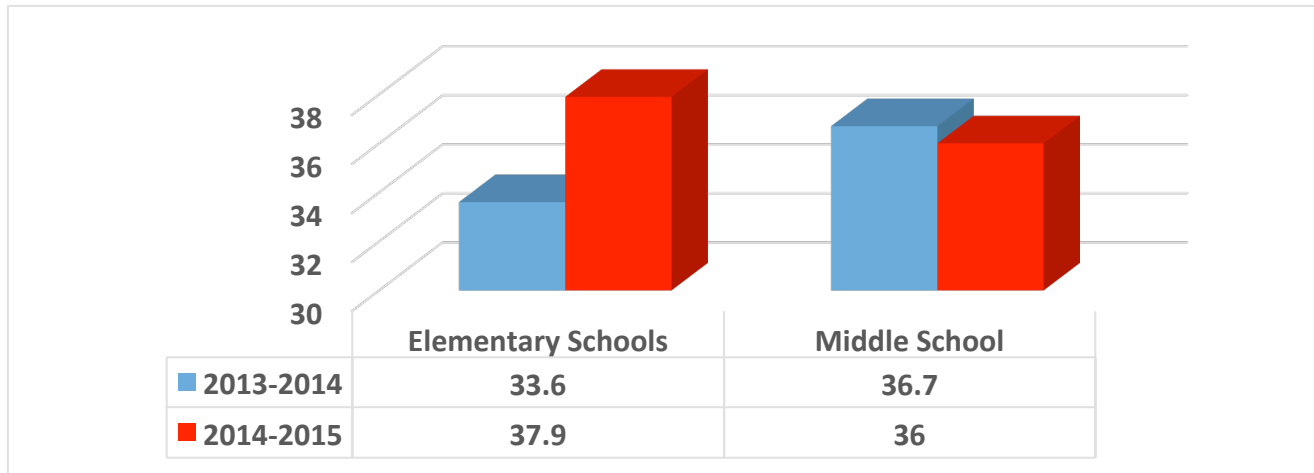
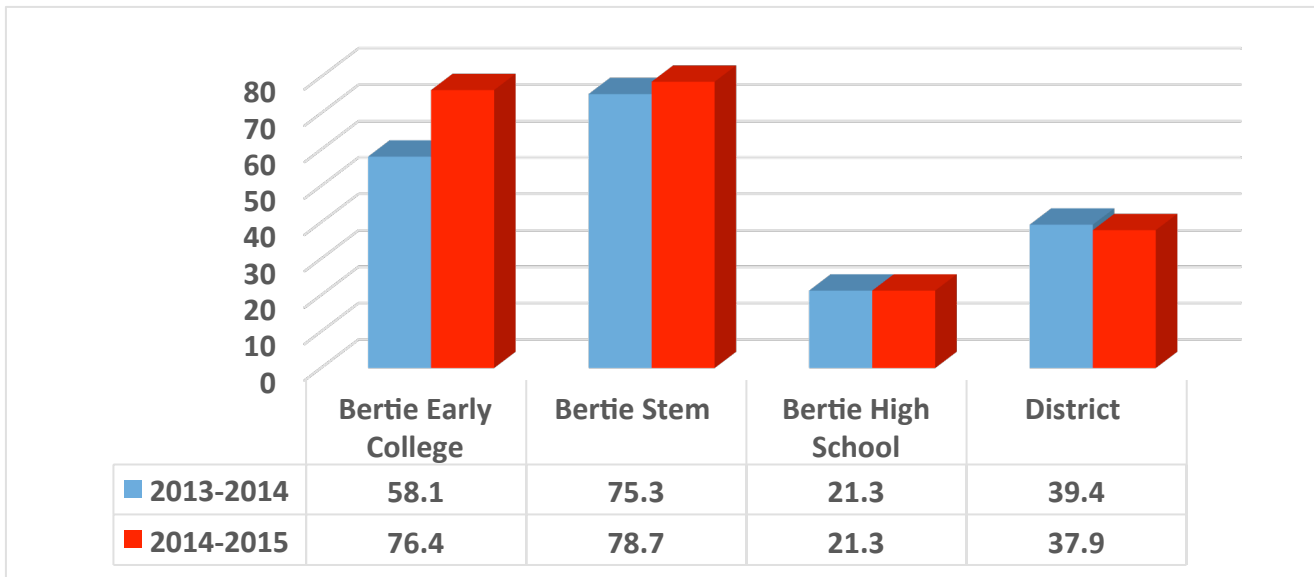


Table 13: High Schools and District Grade Level Proficiency



After analyzing sub-group data, the major areas of focus as determined by proficiency fall within the following sub-groups:

Black Students-34%; Economically Disadvantaged Students-31.9%; Students with Disabilities-13.7%; Limited English Deficient Students-14.7%. A majority of our students fall within two or more of these sub-groups (See Table 14).

Another area of concern is the area of student progress with ACT (See Table 15). The ACT composite for the district in 2013-2014 was 34.2% with a decline to 30% for the 2014-2015 school year. Bertie High School had a major decrease from 15.6% (2013-2014) to 10.2% (2014-2015).

Table 14: Bertie County Sub-Group Data

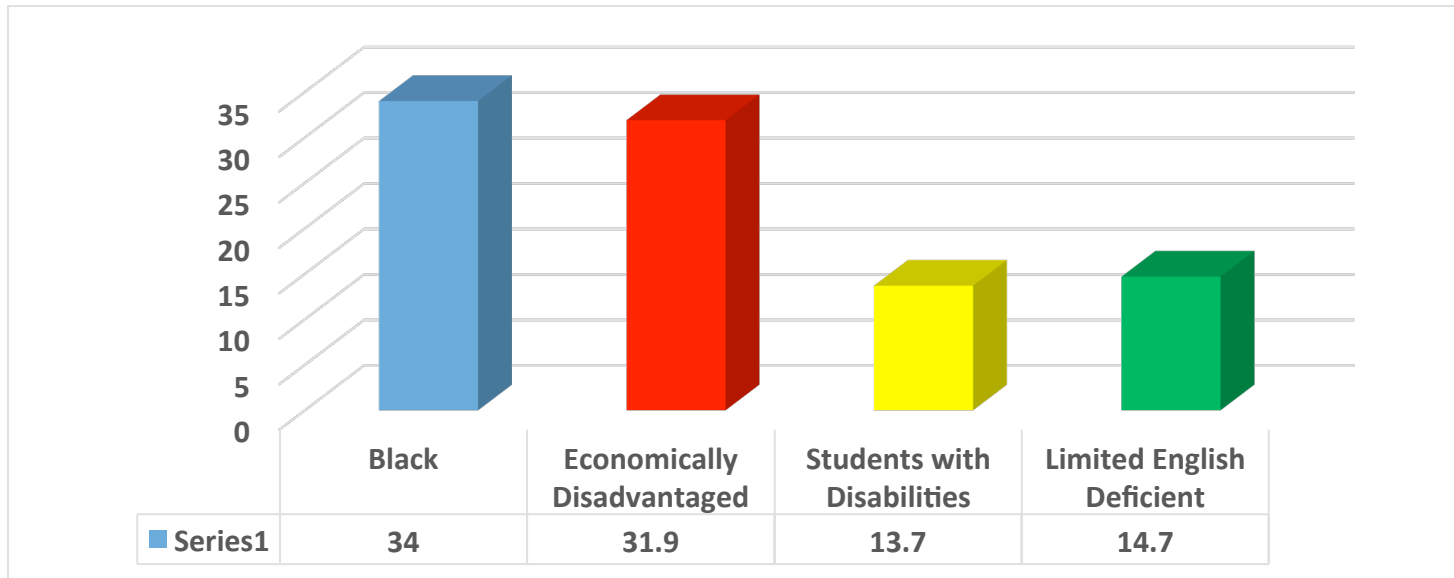
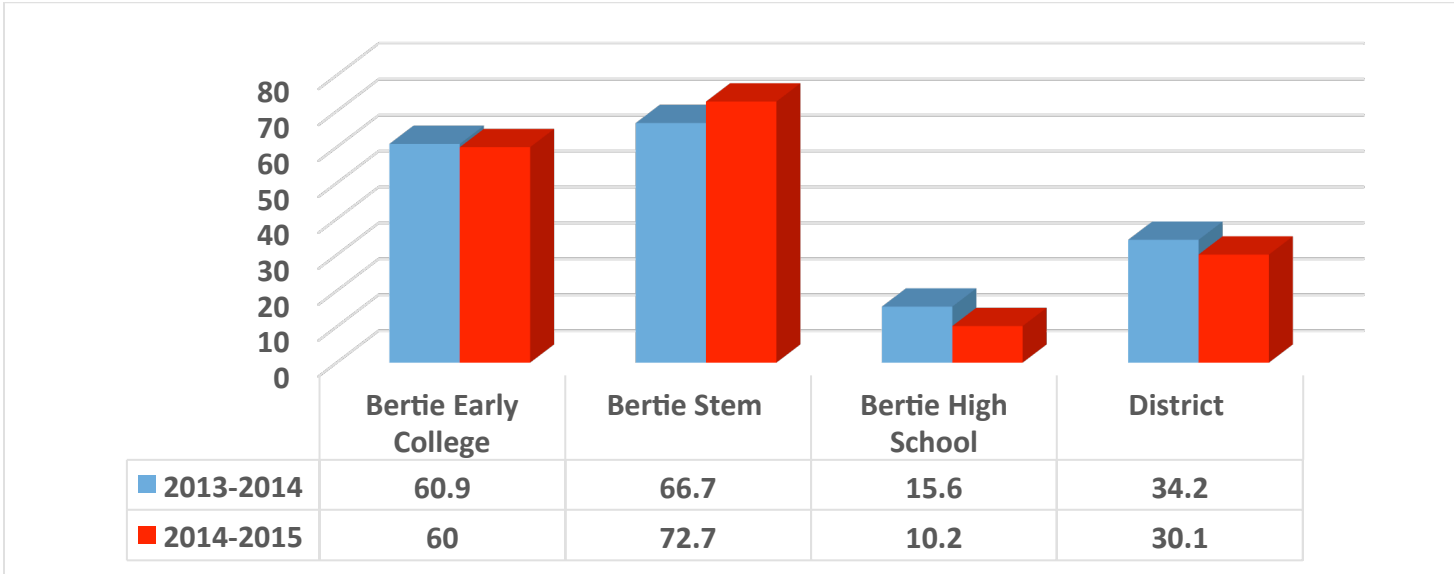


Table 15: Comparison of ACT Performance



In the 2012-2013 school year, a Critical Needs Assessment was conducted. The following strengths and areas of focus were identified:

What the district does well:

- The district has revitalized its Parent Advisory Council, providing a forum for two-way communication.
- The district is improving its recruitment and retention efforts by developing tools to attract qualified staff.
- The district actively seeks out alternative funding streams to supplement and support its local, state, and federal funds.
- The district regularly makes efforts to recognize and celebrate staff and student successes, creating a welcoming and supportive environment.
- The district is making improvements in its operational departments such as transportation, maintenance, and finance.

What the district needs to improve:

- Utilize various data sources to develop a strategic plan.
- Formalize practices for operations, collaboration, and communication within the central office in order to increase consistency.
- Strengthen monitoring, documenting, and evaluation of processes, procedures and protocols throughout the district to ensure performance is accurately measured.
- Continue to enhance instructional support to promote high levels of student attainment.
- Ensure the district's newly developed mission and vision become operational throughout the district.

District Name:		LEA Code:	Year:
Bertie County		80	2015-2016
District Goal #1:	By the end of 2015-2016, the percent of elementary and middle school students who are Grade Level Proficient will increase from 36.9% to 55% as measured by the North Carolina End of Grade Assessments (Reading, Math, and Science).		
	SBE Goal Alignment:	Goal 2: Every student has a personalized education.	
	LEA Goal Alignment:	By the end of the 2015-16 school year, at least 55% of Bertie County School students' will be proficient students in Reading, Math, and Science, as measured by the North Carolina State Assessments.	
Progress	Progress Monitoring Status:	Partially Implemented	
District Goal #2:	By the end of 2015-2016, the percent of high school students who are Grade Level Proficient will increase from 41.3% to 55% as measured by the North Carolina End of Course Assessments (English II, Math I, and Biology).		
	SBE Goal Alignment:	Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.	
	LEA Goal Alignment:	By the end of the 2015-16 school year, at least 55% of Bertie County School students' will be proficient students in Reading, Math, and Science, as measured by the North Carolina State Assessments.	
Progress	Progress Monitoring Status:	Partially Implemented	
District Goal #3:	By the end of 2015-2016, the percent of Bertie High School students who are proficient on ACT assessments (ACT, WorkKeys) will increase from 10.2% to 30%.		
	SBE Goal Alignment:	Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.	
	LEA Goal Alignment:	By the end of the 2015-16 school year, at least 55% of Bertie County School students' will be proficient students in Reading, Math, and Science, as measured by the North Carolina State Assessments.	
Progress	Progress Monitoring Status:	Has Begun	

District Name:		LEA Code:	Year:
Bertie County		80	2015-2016
District Goal #1:	By the end of 2015-2016, the percent of elementary and middle school students who are Grade Level Proficient will increase from 36.9% to 55% as measured by the North Carolina End of Grade Assessments (Reading, Math, and Science).		
Strategy #1: Describe the strategy that will support this goal	Provide high quality professional development for all EOG teachers based on the district focus and their professional needs as identified by principal's evaluation and EVASS data.		
Progress Monitoring Status:	Partially Implemented		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<ol style="list-style-type: none"> 1. Provide professional development in the following areas: <ol style="list-style-type: none"> a) 5E Instructional Model/rigor <ul style="list-style-type: none"> ○ October 2015 b) Costa's Levels of Questioning, and <ul style="list-style-type: none"> ○ December 2015 – February 2016 c) Marzano's Ten Effective Research-Based Instructional Strategies. <ul style="list-style-type: none"> ○ February 2016 ○ March 2016 ○ April 2016 ○ May 2016 2. Conduct Individual School Lesson Planning sessions to ensure effective implementation which would be evident in lesson planning and instructional delivery. <ul style="list-style-type: none"> ○ November 2015 ○ January 2016 3. Create a districtwide Walk-Through document as a tool to monitor and determine effectiveness of rigorous instruction conducted by instructional teams. <ul style="list-style-type: none"> ○ January 2016 4. Conduct PLCs to provide feedback, support, and next steps based on analysis of Walk-Throughs, principal's evaluation, and EVASS data. <ul style="list-style-type: none"> ○ February 2016 ○ March 2016 ○ April 2016 ○ May 2016 		

	Evidence: (Identify documents and artifacts)	1. Agendas/minutes 2. Sign-in Sheets 3. Surveys 4. Lesson Plans 5. Lesson Plan Feedback 6. Walk-Through Data
	Person(s) Responsible:	Instructional Leaders; Administrators; Curriculum and Instruction; Instructional Technology;
	Timeline:	October 2015 - June 2016
	Budget Amount (if applicable):	Budget Source (if applicable):

District Name:		LEA Code:	Year:
Bertie County		80	2015-2016
District Goal #1:	By the end of 2015-2016, the percent of elementary and middle school students who are Grade Level Proficient will increase from 36.9% to 55% as measured by the North Carolina End of Grade Assessments (Reading, Math, and Science).		
Strategy #2: Describe the strategy that will support this goal	Provide high quality professional development for all EOG teachers based on the district focus and their professional needs as identified by principal's evaluation and EVASS data.		
Progress Monitoring Status:	Partially Implemented		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<ol style="list-style-type: none"> Complete the analysis of grades that students earned in their course work with their performance on end-of-grade tests. <ul style="list-style-type: none"> November 2015 February 2016 Meet with EOG teachers in each of the subject areas to review and discuss the analysis. <ul style="list-style-type: none"> November 2015 February 2016 Develop a process to ensure that formative assessment occurs daily to identify individual needs of students. <ul style="list-style-type: none"> January 2016 Teachers will maintain a record of student mastery per objective using the template developed by the district. <ul style="list-style-type: none"> Weekly January 2016 – June 2016 The district instructional team will meet with EOG teachers quarterly to analyze formative assessments to determine strategies to address the identified needs of each student, such as flexible grouping. <ul style="list-style-type: none"> October 2015 February 2016 Implement additional time to target areas of need. <ul style="list-style-type: none"> Weekly The district instructional team and EOG teachers will develop common assessments to reassess and determine if students achieve mastery. <ul style="list-style-type: none"> January 2016 – May 2016 (Monthly) 		

	Evidence: (Identify documents and artifacts)	1. Agendas/minutes 2. Sign-in Sheets 3. Surveys 4. Lesson Plans 5. Lesson Plan Feedback 6. Walk-Through Data
	Person(s) Responsible:	Instructional Leaders; Administrators; Curriculum and Instruction; Instructional Technology;
	Timeline:	October 2015 - June 2016
	Budget Amount (if applicable):	Budget Source (if applicable):

District Name:		LEA Code:		Year:	
Bertie County		80		2015-2016	
District Goal #1:		By the end of 2015-2016, the percent of elementary and middle school students who are Grade Level Proficient will increase from 36.9% to 55% as measured by the North Carolina End of Grade Assessments (Reading, Math, and Science).			
Strategy #3: Describe the strategy that will support this goal		Implement the Multi-Tiered System of Support framework.			
Progress Monitoring Status:		Has Begun			
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.		The primary function of district leadership is to <ol style="list-style-type: none"> 1) ensure that a common-language, common-understanding exists around the rationale for and the purpose and expected outcomes of implementation, 2) clearly identify who has the responsibility for what and how those individuals will be held accountable, 3) ensure that district policies are supportive of, and not barriers to, the implementation of the model, 4) provide sufficient support (professional development, technical assistance) to ensure that the implementation plan and timelines can be achieved, and 5) identify the district- and school-level leaders who will have implementation expectations as part of their annual performance reviews. 			
		Evidence: (Identify documents and artifacts)		1. Agendas 2. Sign-in Sheets 3. Minutes	
		Person(s) Responsible:		Instructional Leaders; Administrators; Curriculum and Instruction;	
		Timeline:		October 2015 - June 2016	
		Budget Amount (if applicable):		Budget Source (if applicable):	

District Name:		LEA Code:	Year:
Bertie County		80	2015-2016
District Goal #2:	By the end of 2015-2016, the percent of high school students who are Grade Level Proficient will increase from 41.3% to 55% as measured by the North Carolina End of Course Assessments (English II, Math I, and Biology).		
Strategy #1: Describe the strategy that will support this goal	Create effective lesson plans embedding the 5E Instructional Model to ensure rigorous instruction.		
Progress Monitoring Status:	Partially Implemented		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<ol style="list-style-type: none"> 1. Conduct districtwide professional development to develop definition of rigor (what is rigor and what will it look like in content areas). <ul style="list-style-type: none"> o October 2015 2. Conduct PLC session within each school on 5E Instructional Model. <ul style="list-style-type: none"> o November 2015 3. Conduct individual school lesson planning sessions to ensure that the 5E Instructional Model is embedded in lesson plans utilizing the unpacking documents to determine what students should know, understand and be able to do. <ul style="list-style-type: none"> o October 2015 o November 2015 4. Create a districtwide Walk-Through document as a tool to monitor and determine effectiveness of rigorous instruction conducted by instructional teams. <ul style="list-style-type: none"> o January 2016 5. Conduct PLCs to provide feedback, support, and next steps based on analysis of Walk-Throughs. <ul style="list-style-type: none"> o February 2016 o March 2016 o April 2016 o May 2016 		
	Evidence: (Identify documents and artifacts)	<ol style="list-style-type: none"> 1. PLC Agendas/minutes 2. Sign-in Sheets 3. Surveys 4. Lesson Plans 5. Walk-Through Data 	
	Person(s) Responsible:	Instructional Leaders;	

		Administrators; Curriculum and Instruction; Instructional Technology; Teachers
	Timeline:	October 2015 - June 2016
	Budget Amount (if applicable):	Budget Source (if applicable):

District Name:		LEA Code:	Year:
Bertie County		80	2015-2016
District Goal #2:	By the end of 2015-2016, the percent of high school students who are Grade Level Proficient will increase from 41.3% to 55% as measured by the North Carolina End of Course Assessments (English II, Math I, and Biology).		
Strategy #2: Describe the strategy that will support this goal	Create processes and procedures to address the identified needs of each student.		
Progress Monitoring Status:	Partially Implemented		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<ol style="list-style-type: none"> Complete the analysis of grades that students earned in their course work with their performance on state assessments. <ul style="list-style-type: none"> November 2015 February 2016 Meet with EOC teachers in each of the subject areas to review and discuss the analysis. <ul style="list-style-type: none"> November 2015 February 2016 Develop a process to ensure that formative assessment occurs daily to identify individual needs of students. <ul style="list-style-type: none"> January 2016 Teachers will maintain a record of student mastery per objective using the template developed by the district. <ul style="list-style-type: none"> Weekly January 2016 – June 2016 The instructional team will meet with EOC teachers quarterly to analyze formative assessments to determine strategies to address the identified needs of each student, such as flexible grouping. <ul style="list-style-type: none"> October 2015 February 2016 Implement additional instructional time to target areas of need. <ul style="list-style-type: none"> January 2016 – June 2016 EOC teachers will identify one skill that every student should have by the end of each day's lesson; check for mastery through formative assessment; and provide intervention for students who did not achieve mastery. <ul style="list-style-type: none"> Daily lesson plans Use the SAS Curriculum Pathways for additional support for students. The instructional team and EOC teachers will develop common assessments to reassess and 		

	<p>determine if students achieve mastery.</p> <ul style="list-style-type: none"> ○ January 2016 – May 2016 (Monthly) <p>10. Develop, administer, and analyze student surveys to identify specific areas of strengths and weaknesses in instructional delivery.</p> <ul style="list-style-type: none"> ○ March 2016 ○ May 2016 <p>11. Implement district incentive plan for Highly Qualified Exceptional Teachers for Exceptional Children</p> <ul style="list-style-type: none"> ○ December 2015 <p>12. Implement strategies for effective collaboration between regular education teachers and exceptional children teachers</p> <ul style="list-style-type: none"> ○ January 2016 	
	<p>Evidence: (Identify documents and artifacts)</p>	<p>The following documents collectively demonstrate the action steps listed above:</p> <ol style="list-style-type: none"> 1. PLC Agendas/minutes 2. Sign-in Sheets 3. Surveys 4. Lesson Plans 5. Lesson Plan Feedback 6. Walk-Through Data
	<p>Person(s) Responsible:</p>	<p>Instructional Leaders; Administrators; Curriculum and Instruction; Instructional Technology; Teachers</p>
	<p>Timeline:</p>	<p>September 2015 - June 2016</p>
	<p>Budget Amount (if applicable):</p>	<p>Budget Source (if applicable):</p>

District Name:		LEA Code:	Year:
Bertie County		80	2015-2016
District Goal #2:	By the end of 2015-2016, the percent of high school students who are Grade Level Proficient will increase from 41.3% to 55% as measured by the North Carolina End of Course Assessments (English II, Math I, and Biology).		
Strategy #3: Describe the strategy that will support this goal	Deliver research-based strategies that yield higher order thinking during student learning.		
Progress Monitoring Status:	Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<ol style="list-style-type: none"> 1. Conduct PLC session to introduce Costa's Levels of Questioning and explore Marzano's Ten Effective Research-Based Instructional Strategies and identify areas of focus in EOCs (ELA: Model Informational text/ Anchor Standards; Math I: Teaching math conceptually; Biology: Implementing Academic Vocabulary). <ul style="list-style-type: none"> o January 2016 o February 2016 o March 2016 2. Provide individual support to teachers to write relevant higher order questions using Costa's Levels of Questioning. 3. Ensure that teachers embed Costa's Levels of Questioning and Marzano's strategies in lesson plans through submission of a lesson plan to be reviewed within PLCs. <ul style="list-style-type: none"> o Weekly 4. Conduct Walk-Throughs by instructional teams targeting levels of questioning and implementation of effective research-based strategies. <ul style="list-style-type: none"> o February 2016 o March 2016 o April 2016 o May 2016 5. Provide feedback, support, and next steps based upon analysis of Walk-Through data targeting the use of Costa's Levels of Questioning and implementation of research-based instructional strategies in PLCs. <ul style="list-style-type: none"> o February 2016 o March 2016 o April 2016 o May 2016 6. Provide additional targeted assistance to identified teachers based on analysis of Walk- 		

	Through data. <ul style="list-style-type: none"> ○ February 2016 ○ March 2016 ○ April 2016 ○ May 2016 	
	Evidence: (Identify documents and artifacts)	The following documents collectively demonstrate the action steps listed above: <ol style="list-style-type: none"> 1. PLC Agendas/minutes 2. Sign-in Sheets 3. Surveys 4. Lesson Plans 5. Lesson Plan Feedback 6. Walk-Through Data
	Person(s) Responsible:	Instructional Leaders; Administrators; Curriculum and Instruction; Instructional Technology; Teachers
	Timeline:	October 2015 - June 2016
	Budget Amount (if applicable):	Budget Source (if applicable):

District Name:		LEA Code:	Year:
Bertie County		80	2015-2016
District Goal #3:	By the end of 2015-2016, the percent of Bertie High School students who are proficient on ACT assessments (ACT, WorkKeys) will increase from 10.2% to 30%.		
Strategy #1: Describe the strategy that will support this goal	A fully implemented intervention plan will be in place in order to meet the needs of all students taking the assessments in BCS.		
Progress Monitoring Status:	Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<ol style="list-style-type: none"> 1. Analyze EVAAS, PLAN and state assessment data with teachers. <ol style="list-style-type: none"> a) Determine areas of strengths and weaknesses. b) Develop strategies to address areas of strengths and weaknesses. <ul style="list-style-type: none"> o October 2015 2. Train lead teachers on assessment preparation. <ol style="list-style-type: none"> a) Use of EVAAS data b) Use of Princeton Review (Instructional Support Material for ACT) c) Develop strategies to incorporate and monitor the assessment preparation into current courses. <ul style="list-style-type: none"> o October 2015 3. Administer mock ACT to all Grade 11 students. <ul style="list-style-type: none"> o November 2015 o January 2015 4. Administer PSAT to Grade 10 students. 5. Analyze mock ACT and PSAT data with teachers. <ol style="list-style-type: none"> a) Determine areas of strengths and weaknesses. b) Develop goals to be targeted. c) Post goals to be targeted. d) Develop lessons/strategies to address areas of strengths and weaknesses. e) Monitor implementation of strategies. <ul style="list-style-type: none"> o January 2016 6. Conduct Student Accountability sessions with targeted students (and parents) based upon mock ACT and PSAT data. 		

	a) Develop pledges and goal setting sheets. b) Sign pledges and goal setting sheets. c) Meet after assessments to discuss goal attainment.	
	7. Implement an ACT Blitz (intense ACT review) (February 2016) a) Analyze results of January mock ACT. b) Determine areas of strengths and weaknesses. c) Groups students based on analysis of results. d) Collaborate with teachers to develop plan for targeted areas.	
	8. Implement an Intensive ACT schedule for February 2016 during teacher planning periods.	
	9. Develop Incentive Program for juniors and seniors ○ April 2016	
	Evidence: (Identify documents and artifacts)	1. EVAAS, PLAN and state assessment data 2. PLC Agendas/minutes 3. Sign-in Sheets 4. Results of ACT/PSAT 5. Analysis of ACT/PSAT
	Person(s) Responsible:	Instructional Leaders Administrators Curriculum and Instruction Instructional Technology Teachers
	Timeline:	October 2015 - June 2016
	Budget Amount (if applicable):	Budget Source (if applicable):

District Name:		LEA Code:	Year:
Bertie County		80	2015-2016
District Goal #3:	By the end of 2015-2016, the percent of Bertie High School students who are proficient on ACT assessments (ACT, WorkKeys) will increase from 10.2% to 30%.		
Strategy #2: Describe the strategy that will support this goal	Increased focus on academic rigor and quality instruction on assessment preparation		
Progress Monitoring Status:	Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<ol style="list-style-type: none"> 1. Target student schedules. <ol style="list-style-type: none"> a) Strategically plan student schedules to ensure completion of Math I, II, and III before administration of assessments. b) Strategically plan student schedules to ensure completion of Biology and Chemistry before administration of assessments <ul style="list-style-type: none"> ○ March 2016 2. Offer SAT Prep Class to high school students. <ul style="list-style-type: none"> ○ Spring 2016 3. Incorporate and monitor components of the assessments into the daily lesson plan. <ul style="list-style-type: none"> ○ October 2015 – May 2016 4. Incorporate warm-up exercises (Word of the Day, Problem of the Day, Question of the Day) <ul style="list-style-type: none"> ○ October 2015 – May 2016 5. Incorporate On Demand Writing Prompts <ul style="list-style-type: none"> ○ October 2015 – May 2016 6. Integrate Writing prompts in class instruction <ul style="list-style-type: none"> ○ October 2015 – May 2016 7. Incorporate Formative Assessment/Exit Tickets <ul style="list-style-type: none"> ○ October 2015 – May 2016 		
	Evidence: (Identify documents and artifacts)	<ol style="list-style-type: none"> 1. Student schedules 2. Class attendance sheets 	

		3. Lesson Plans 4. Writing Prompts
	Person(s) Responsible:	Instructional Leaders; Administrators; Guidance Counselors; Curriculum and Instruction; Instructional Technology; Teachers
	Timeline:	October 2015 - June 2016
	Budget Amount (if applicable):	Budget Source (if applicable):

District Name:		LEA Code:	Year:
Bertie County		80	2015-2016
District Goal #3:	By the end of 2015-2016, the percent of Bertie High School students who are proficient on ACT assessments (ACT, WorkKeys) will increase from 10.2% to 30%.		
Strategy #3: Describe the strategy that will support this goal	Effectively communicate and develop understanding of the assessments which will build accountability with the students, parents, and teachers		
Progress Monitoring Status:	Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<ol style="list-style-type: none"> 1. Meet with students and parents regarding assessment. (January 2016) <ol style="list-style-type: none"> a) Identify and communicate the relevance of the assessments. b) Familiarize students/parents with the format of the assessments. c) Discuss plan for preparation of students for taking the assessments. d) Create and discuss target goals for assessments 2. Develop strategies to increase awareness and knowledge of the assessments. 3. Post assessment information on school website (January 2016) <ol style="list-style-type: none"> a) Create brochures b) Peachjar c) Social Media d) ConnectEd 4. Develop strategies to increase awareness and knowledge of the assessments. (October 2015 – May 2016) 		
	Evidence: (Identify documents and artifacts)	<ol style="list-style-type: none"> 1. Sign-in Sheets 2. Agendas 3. Brochures 4. Announcements 5. Pledges 6. Goal setting sheets 	
	Person(s) Responsible:	Instructional Leaders; Administrators;	

		Guidance Counselors; Curriculum and Instruction; Instructional Technology; Teachers
	Timeline:	October 2015 - June 2016
	Budget Amount (if applicable):	Budget Source (if applicable):